Goal 2: Build Capacity for effective instructional use of educational technology and information literacy through ongoing professional development				
Objectives: A. Embed ETIL into district professional learning model.				
Strategies:	Timeline			Responsible Parties
	2009	2010	2011	
1. Provide job embedded ETIL coaching support to classroom teachers one-on-one and small group.	X	X	X	Division of Instruction, Professional Learning, School Sites
2. Provide for credit technology integration classes for teachers at school sites and district computer labs.	X	X	X	Division of Instruction, Professional Learning, School Sites
3. Provide ETIL training to school administrators, district instructional coordinators, and district content coaches.	X	X	X	Division of Instruction, Professional Learning, School Sites
4. Utilize district web based resources to provide online learning opportunities for all staff.	X	X	X	Division of Instruction, Professional Learning, School Sites; Support Services
5. Provide opportunities for instructional staff to participate in webinars and to attend conferences in and out of the state.	X	X	X	Division of Instruction, Professional Learning, School Sites; Support Services
6. Use Title IID funding for district ETIL coach and professional learning consultants to support classroom teachers	X	X	X	Division of Instruction;
B. Infuse ETIL into new teacher induction program.				
1. Every new teacher hired in APS will participate in a half day technology class.	X	X	X	Division of Instruction, Professional Learning, School Sites
2. Create a series of follow up classes that align with the teacher induction program to ensure new teachers ETIL skills are developed.	X	X	X	Division of Instruction, Professional Learning, School Sites
3. Create a follow-up survey for new teachers on effectiveness of training and to seek interest in additional training and support from Instructional Technology staff.	X	X	X	Division of Instruction, Professional Learning, School Sites
C. Infuse ETIL into instructional programs of district.				
1. Instructional Technology staff will assist to develop 21st classrooms in key instructional processes in the district such as the secondary literacy project.	X	X	X	Division of Instruction; Division of Support Services

2. Instructional Technology will support the new district pathways being created in feeder areas.	X	X	X	Division of Instruction; Division of Support Services

Goal 2 Narrative:

A. Embed ETIL into district professional learning model.

APS will align with the district's model of professional learning and embed ETIL into all aspects of professional learning that takes place at the district or site level. For example, if a teacher is attending a 3rd grade math institute, then part of that institute will cover what ETIL resources are available for the 3rd grade math teacher as well as corresponding skills the students may need to focus on according to how ETIL was infused into the elementary math continua.   The ETIL framework clearly outlines what technology standards and skills APS wants students to acquire and those same expectations are the minimum expectations for instructional staff to meet also.

B. Infuse ETIL into new teacher induction program.

APS is committed to helping new teachers to our district understand the APS vision for ETIL integration. APS believes it is important to support teachers from the first day of employment within our school district. Similar to embedding ETIL into the professional development model, our new teachers will learn about ETIL resources and we will take this opportunity to share our vision during their induction phase.

C. Use Infuse ETIL into instructional programs of district.

One of the most successful models developed by Instructional Technology has been to support instructional processes and models the district is implementing. The processes and model focus on instruction and curriculum and ETIL is infused into these models to support the teaching practice and student learning. APS has an effective secondary literacy project where secondary literacy teachers participate in a lab classroom (LCR) setting. School sites send teachers to a 4 week program where they work with and teach students in the morning and participate in pedagogy discussions and reflection dialogue in the afternoon. The teachers are guided by a district coach who leads the classroom for the students and teachers. This classroom has all of the technology tools to support 21st Century Learners and participants in the LCR see and learn how a teacher successfully utilizes these tools in a seamless fashion. After the teachers leave the LCR and demonstrate their instructional effectiveness, Instructional Technology works with school sites to provide the classrooms with technology tools. This model and system will continue and expand to other content areas.

APS has aggressively initiated pathways of focused learning in feeder areas. The most developed pathway is Aurora Lights which is being funded through an outside grant of four million dollars. The pathway focuses on Science, Technology and Math (STEM) in the health science area. The district is partnered with the Colorado University Medical Center. Three elementary schools are involved, one middle school and one high school. Students in elementary school receive one hour of science instruction every day. Students in the middle school will have a high concentration of ETIL courses and study to ensure they are prepared for the course of study they will choose in high school. This is one example of how Instructional Technology is supporting district programs infusing ETIL literacy into content learning to ensure integration. Examples of successful collaboration include:
- Providing online science resources from Discovery Learning
- Assisting district science coordinators and teachers in creating a web based pacing guide for science with curriculum and web based resources available to teachers and students
- Acquiring high definition video teleconferencing equipment for the middle school students to

participate in live research with scientists and doctors around the country and directly from the health science center

- Providing training to middle and high school teachers on ETIL strategies to assist in integration of content
- Providing student netbooks to 8th grade students at the middle school to assist them in their learning, research, and collaboration
- Partnering with a local foundation to secure funding for the high school to acquire 21st classroom tools such as interactive white boards, amplified sounds systems, visualizers, and student response systems. Over $220,000 has been secured for this one school site.

These examples are what APS will strive to incorporate in all of our schools and in particular to our pathway programs in development.

Goal 3: Ensure equitable access to varied technologies and resources for students, staff, and the APS community.

Objectives: A. Within our schools, the district will ensure all students have equitable access to the tools of technology.

Strategies:	Timeline			Responsible Parties
	2009	2010	2011	
1. Computer renewal program will be maintained to ensure all district computers are no older than 7 years.	X	X	X	Division Support Services; Division of Instruction; Long Range Facilities Advisory Committee
2. All classrooms in the district will have a projection system			X	Division of Instruction
3. Sixty percent of our classrooms will have interactive white board technology			X	Division of Instruction
4. Increase the number of student netbooks/laptops to utilize in school	X	X	X	Division Support Services; Division of Instruction
5. Increase the number of user access log-in for district resource database (One Place) from current number to new goal.	X	X	X	Division of Instruction

B. Across the district, all students and staff will have access to a range of *current* technology and its uses.

1. Increase the usage of web 2.0 technologies (word press) for administrative purposes, classroom instruction and student learning. (get word press numbers.)	X	X	X	Division of Instruction

C. All teachers are familiar with teaching strategies that support the district's plan for Response to Intervention

1. Increase use of assistive technology to support all learning environments.	X	X	X	Division of Instruction; Division of Support Services

D. The district provides access to resources that engage parents and community members in meaningful interactions and partnerships to advance learning.

3. All schools will utilize a volunteer tracking program to monitor parent and community involvement and support VISTA 2010. (Current numbers of schools)	X	X	X	Division of Instruction; Division of Support Services
4. Increase the numbers of parents/guardians usage of APS' student information system (Infinite Campus Parent Portal) from blank to blank	X	X	X	Division of Instruction; Division of Support Services
5. Provide parents, students and community access to district instructional resources that support student learning, software application training, and extended learning opportunities (homework).	X	X	X	Division of Instruction; Division of Support Services

Goal 3 Narrative:

A. Within our schools, the district will ensure all students have equitable access to the tools of technology: We will expand our wide area network access for all schools with increased bandwidth for Internet. All sites will have a fiber network connection and local area networks will be upgraded to handle the additional wireless access points needed for additional web based devices including student netbook/laptops. A successful bond and mill passage in November of 2008 will ensure this network upgrade is achievable.

1) APS' successful computer renewal program will be funded by the bond funds to ensure we keep the 4:1 minimum ratio and ensure all district computers are no older than 7 years.

2) One million dollars in mill funding, capital funding, Instructional Technology Department funding, and site funding will ensure that all sites will continue to add various technologies to classrooms including interactive whiteboards, projectors, visualizers, mp3 devices, student netbooks/laptops, and other appropriate tools.

3) Aurora Public Schools has been in the process of "trialing" the use of netbooks/laptops in classrooms. Results up to this point have shown that the devices have created enhanced motivation and engagement with schoolwork, influenced positive classroom interactions, and empowered students and teachers. APS anticipates there will be academic gains in the area of writing as this has been the primary area of focus in the "trials" up to this point. There are currently 100 netbooks/laptops being added to the "trials" run by APS and the focus is to ensure teachers are well prepared and to develop a curriculum for training

teachers. Once this trial is complete APS will allow sites to purchase a recommended device and there will be a clear and consistent training model in place for teachers and students.

4) Discovery One Place has allowed teachers, staff and students to access district purchased online web-based resources such as: Discovery Education video streaming; Discovery Education Science (K-8); EBSCOhost; Nettrekker; World Book Encyclopedia; Thinkfinity; eChoices Explorer Colorado and district curriculum material for Mondo Publishing. Nearly 9,000 connections have occurred for staff and teachers and over 12,000 for students in this school year alone. This single log-in service has proven to be a valuable tool that will be expanded and publicized for additional use to eliminate any barriers to access high quality material.

5) A centralized library circulation system allows school staff members to reserve materials and a delivery system of materials to and from schools ensures the most efficient use of the media center.

B. Across the district, all students and staff will have access to a range of current technology and its uses:

1) A content management system will be purchased by the school district to provide more content for students that is web-based and more secure means to store copyrighted curriculum material acquired from adoptions.

2) Nearly 500 teachers have created a blog account through a district supported Word Press Server.

3) Student email is available in a safe environment through ePals (www.epals.com).

C. All teachers are familiar with teaching strategies to support the district's plan for Response to Intervention:

1) Increase use of assistive technology to support all learning environments by partnering and working with Exceptional Student Services staff.

2) Identify and develop an electronic process to monitor and manage all of the documentation required.

3) Ensure all staff members understand and use the ETIL resources that assist all types of learners.

D. The district encourages access to resources that engage parents and community members in meaningful interactions and partnerships to advance learning:

1) APS has a public website and a full time Webmaster that provides a broad variety of information to our community regarding our schools, programs, and policies. It is a key component of our communication program with our public.

2) The website is also used to conduct surveys and collect feedback from our community.

3) APS uses a call-out dialer, text and email system (EdConnect) to provide emergency information to staff, parents and community, as well as daily attendance information to parents regarding their student's absences.

4) A parent web portal for parents has been in use for the last two years which allows parents/guardians to review information regarding their student's attendance, grades, demographics, transcripts, and other instructional-based information regarding their student. There have been over 84,000 Parent Log-ins this year.

5) Teachers are provided email and direct-dial voice mail accounts to enable communication with parents and community members.

6) Library services use a web-based, centralized library management system. The home page for each site's library contains links to help students and staff performs research, such as within the Aurora Public Library and *Ask Colorado*, a homework help service. Library services subscribes to several online databases that can be accessed by the school community from within the district and from home.

Goal 4: Evaluate and enhance technology systems to manage data-driven instruction and decision making				
Objectives: A. Perform ongoing evaluation of current technology and use of technology systems to understand trends and identify improvement opportunities.				
Strategies:	Timeline			Responsible Parties
	2009	2010	2011	
1. Establish, maintain and improve an infrastructure that will support ETIL needs.	X	X	X	Division Support Services; Division of Instruction
2. Ensure a common vision via district-wide stakeholder collaboration.	X	X	X	Division Support Services; Division of Instruction
3. Review and evaluate district-wide technology use.	X	X	X	Division Support Services; Division of Instruction
4. Interview and collaborate with other school districts and entities to understand industry trends and use cases.	X	X	X	Division Support Services; Division of Instruction
5. Review and evaluate available, pertinent products.	X	X	X	Division Support Services; Division of Instruction
B. The district provides consistent and timely support for hardware, software and instructional applications.				
1. Ensure consistent and timely infrastructure and application support.	X	X	X	Division Support Services
2. Ensure consistent and timely site support services.	X	X	X	Division Support Services; Division of Instruction
C. Technology is used to improve the efficiency and effectiveness for managing data-driven instruction and decision making.				
1 Maintain and improve test score compilation and data manipulation technologies.	X	X	X	Division Support Services; Division of Instruction
2 Maintain and improve data manipulation and data modeling methodologies with timely access to, and/ or dissemination of results	X	X	X	Division Support Services; Division of Instruction
D. Schools collect data, analyze data, and correlate results to monitor student progress. Planning for instruction is informed by the results.				

1. Utilize standardized technology tools for single entry of data to ensure efficiency and uniformity of data for accurate comparative analysis.	X	X	X	Division Support Services; Division of Instruction
2. Maintain and improve student data software applications and toolsets.	X	X	X	Division Support Services; Division of Instruction
3. Ensure pervasive collaboration occurs for district-wide synergy and advancement in data usage.	X	X	X	Division Support Services; Division of Instruction

Goal 4 Narrative:

A. Perform ongoing evaluation of current technology and use of technology systems to understand trends and identify improvement opportunities: APS has a well maintained infrastructure that is continually improved upon. A collaborative vision with shared input by all stakeholders ensures that the district infrastructure is appropriately maintained and expanded to accommodate district-wide goals. Continual collaboration and organizational development is the key element in ensuring proactive and sustainable action. Review of technology use patterns within the district as well as outside the district creates an effective guidance system for the organization. As an example, national averages for network utilization in K-12 are obtained and compared with actual usage by APS students. Studies show that the current national average is 6 Kbps per student, which correlates to current APS measurements of the same amount. Further, predictive studies show that utilization will increase to 40 Kbps per student by 2011 and APS is poised to ensure this capacity will be available to students in 2009/ 2010 by moving to a dedicated fiber optic network at all school locations.

Additional and highly valuable data points are also obtained by an interview and collaboration process where APS reaches out to other school districts and pertinent entities, nationwide. An exploratory interview allows for a more specific follow-up with APS deriving pertinent and targeted Lessons Learned and use cases to assist in a more dynamic and effective internal evaluation process. Vendor toolset and implementation examples are also analyzed to understand industry pertinent products as well as usage. Lastly, Open Source tools and the associated RFC (Request For Comment) process will continue to be valuable in understanding diverse requirements in the industry that will drive future vendor product improvements. With a watchful eye on trends and a grounded view of actual technology use, better decisions are made through APS' collaborative structure.

B. The district provides consistent and timely support for hardware, software and instructional applications: APS provides outstanding infrastructure support services by ensuring timely response to all issues, whether identified through the APS Help Desk or internal monitoring tools prior to Help Desk notification. Ongoing Help Desk ticket and resolution analysis is executed to monitor service performance. Additionally, district support for site related IT issues provides maximum benefits to end-users at all locations. A core team of fulltime Instructional Technology subject matter experts are deployed across all locations and rotate across sites. Support is not limited to issue resolution alone. Training and other end-user help issues are in scope as well, including use of advanced learning technology and equipment such as Promethean boards. In-school and district-wide collaboration development is planned in order to maximize technology use and technology-assisted curriculum advancements.

C. Technology is used to improve the efficiency and effectiveness for managing data-driven instruction and

decision making: As students complete various standardized assessments, test scores are compiled by the student assessment department. Detailed scores and analytical results are made available through printed reports and an online system. Online test scores are available to appropriate authorized viewers: teachers, administrators or other district employees. Robust data manipulation and modeling capabilities of assessment data along with other pertinent attributes, such as demographic factors, are made available to the authorized user. Utilizing this online system, teachers, administrators and the assessment department can work together to identify trends, patterns, strengths and weaknesses in test score data. This information is used to make data-driven decisions on curriculum adjustments, modification to instructional delivery, or targeted instruction to specific groups of students for acceleration in achievement and proficiency level improvement. Successful steps have been taken since the previous ETIL plan to bring the online tool into the APS infrastructure, where it currently resides. Customization and development occurs on an ongoing basis with new features added as needed.

D. Schools collect data, analyze data, and correlate results to monitor student progress. Planning for instruction is informed by the results: Schools collect data, analyze data, and correlate results to monitor student progress via manual and centralized software systems with planning and direction lead by the Office of Instruction. The various data types range from test score performance to ILP, IEP, ALP and RtI. Informed decisions are made with current data modeling capabilities in ICAM and other software applications. Significant advancements with data modeling capabilities are planned in 2009 and beyond. APS has led by example in Colorado with the implementation of a manual Response to Intervention process prior to CDE requirements. Further, an online implementation of RtI will be available and in use for the 2009-2010 school year as the initial CDE requirement for RtI begins. Teachers will access the online RtI module of Global Educational Technology's Enrich software. Additional modules are planned for advanced integration and data modeling capabilities in a comprehensive case management solution. The intent of this action is to not only create a more efficient environment to facilitate CDE reporting requirements it will also advance APS' position to better correlate data elements to student progress/ achievement. Bridge steps have been executed, such as implementation of an ILP module in Infinite Campus, Fall of 2008. Ongoing improvement, incremental steps and refinement will be conducted throughout each calendar year based on end-user feedback and measurement to ensure better planning and consistent usage of data. Further collaborative environments will be established to assist the organization in working to achieve educational excellence with the best possible technology tools. Eventual portal and collaborative implementations with online data dissemination will be implemented to help teachers communicate and better work with parents and students.

Goal 5: Ensure the ethical use of technology

Objectives: A. All employees will understand and demonstrate ethical behaviors related to technology and technology use.

Strategies:	Timeline			Responsible Parties
	2009	2010	2011	
1. APS employees will annually read the acceptable use policy and sign off understanding they agree to follow the expectations in the policy and acknowledging the could face consequences for violating the policy.	X	X	X	Division of Human Resources; Division of Instruction; School and Support Sites; Employees

2. All policies related to ethical use of technology in the district will be reviewed and compiled into one document which will clearly state all policies.	X			Division of Instruction
B. Based on established ETIL K-8 Benchmarks and Profiles, students understand and demonstrate ethical behaviors related to technology and technology use.				
1. APS students will annually read the acceptable use policy and sign off understanding they agree to follow the expectations in the policy and acknowledging the could face consequences for violating the policy.	X	X	X	Division of Instruction; School Sites; Employees; Students; Families.
2. An Internet Safety Curriculum will be created for key grade levels and each site will be expected to ensure this curriculum is taught to students annually or as needed.	X	X	X	Division of Instruction; School Sites; Students.
3. Students will demonstrate proficiency in their Technology Literacy learning.	X	X	X	Division of Instruction; School Sites; Students.
C. Promote community members, parents, and volunteers to demonstrate ethical behaviors related to technology and technology use.				
1. APS will partner with community organizations (police, library) to plan and present information on Internet Safety.	X	X	X	Division of Instruction; School Sites; Employees; Students; Families.
1. APS will partner with community organizations (police, library) to plan and present information on Internet Safety.	X	X	X	Division of Instruction; School Sites; Employees; Students; Families.
3. Instructional Technology staff will provide online resources on the district web site on Internet Safety.	X	X	X	Division of Instruction; School Sites; Employees; Students; Families.

Goal 5 Narrative:

   A. **All employees will understand and demonstrate ethical behaviors related to technology**: We have policies in place which protect students and provide safe environments in which to learn. The intent here is to ensure all of our employees have an understanding of and demonstrate what we consider ethical behavior regarding ETIL. This encompasses a wide range of topics such as copyright, Internet use, plagiarism, etc. Not only do we expect students to behave ethically, we expect all employees to do so as well. We have established a definition of ETIL ethical behavior (see definition) to help guide this process.

   B. **Based on established ETIL benchmarks and profiles students understand and demonstrate ethical**

behaviors related to technology: APS expects students to understand and demonstrate ethical behaviors related to ETIL. APS is also clear that there must be clear instruction from grades K-8 to ensure students receive the skills and knowledge they need to be safe and ethical in the digital world. The grade level profiles will outline grade level expectations for students and to ensure that all employees are aware of these expectations.

C. **C. Promote and expect community members, parents, and volunteers to demonstrate ethical behaviors related to technology:** Because we have a variety of stakeholders who have access to the resources in our buildings, it is important that we inform them of our expectations of ethical behavior when using ETIL resources on site. This is an important step in ensuring the continued safety and protection of our students. When guest wireless service is available, all users will need to agree to our AUP.

D. Students, district employees, community members, parents, and volunteers will understand that being ethical includes the following:

1) Understand the global nature of technology and the sensitivity of information posted electronically.
2) Demonstrate respect for all when communicating via digital media such as virtual field trips, conferencing, and distance learning opportunities.
3) Practice responsible use of technology systems and software by following district and school policies and procedures when using digital resources such as the Internet, wireless devices, cellular phones, text messaging, and digital cameras.
4) Recognize and avoid fraudulent practices, Internet theft, and threats to personal information
5) Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
6) Understand and follow laws regarding the use of material based on the rules governing intellectual property, piracy, trademark, copyright, fair use, and plagiarism.

Section F: Policies and Procedures

CHILDREN'S INTERNET PROTECTION ACT
INTERNET SAFETY POLICY

In order to be eligible for certain federal funds the school district must comply with the following.
All school district computers having Internet access shall have a technology protection measure that protects against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to use of the computers by minors, harmful to minors.

All online activities of minors shall be monitored by the teacher and teacher's assistants responsible for the classroom or other place where computers are located.

- Minors shall not be permitted to access inappropriate matter on the Internet and World Wide Web. Determination of whether matter is inappropriate will be made initially by the teacher, and if further input is later necessary, by school administration, after any necessary consultation with central office administration.
- Teachers and teacher's assistants shall take necessary measures to address the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
- Teachers and teacher's assistants shall not permit unauthorized access, including so-called "hacking," and other unlawful activities by minors online.
- Teachers and teacher's assistants shall not permit unauthorized disclosure, use, and dissemination of personal information of minors.
  As used in this policy, the terms "minor," "obscene," "child pornography," "harmful to minors" and "technology protection measure," are defined in the Children's Internet Protection Act § 1721(c).
  Students violating this policy may be subject to discipline, including denial of computer use privileges, and suspension and/or expulsion pursuant to the School District's Conduct and Discipline Code. Employees violating this policy may be subject to discipline, including suspension and/or dismissal pursuant to Board policy.

LEGAL REFS.: 47 U.S.C. § 254(h)
FCC 01-120, CC Docket #96-45

COMPUTER AND E-MAIL

The Board of Education recognizes the advantages to its workforce afforded by the district's computers, its electronic mail system and other data generation and communication technologies. It is also aware of the increasing frequency with which these technologies are used to accomplish the district's mission. Finally, the Board also recognizes that from time to time it will be necessary to gain access to district computers and to the electronic mail system used by its employees. Accordingly, the Board of Education authorizes the Superintendent of Schools to adopt such procedures relating to computers, electronic mail and other communication and data generation technologies used in the performance of the work of the district as are believed by the Superintendent to be necessary. Such procedures should aid the efficient operation of the district, while at the same time protecting the rights of employees.

LEGAL REF.: C.R.S. 24-72-204.5
CROSS REFS.: GBAA, Sexual Discrimination and Harassment
AC, Nondiscrimination/Equal Opportunity

COMPUTER AND E-MAIL REGULATION

In accordance with the policy adopted by the Board of Education relating to computers, the electronic mail system and other data generation and communication technologies used in the performance of district work, the Superintendent of Schools hereby issues the following regulation relating to the use of such technologies.

General Guidelines for Use of E-Mail and Computer Systems

1. Employees shall not send anonymous messages or messages which appear to be from someone other than the sender.
2. Employees should take care not to disclose their passwords to anyone. However, employees may be required by their supervisor to provide read access to the employees' email and/or electronic appointments through the proxy or forwarding functions of the email software in the event of an extended vacation, absence, or leave of the employee.
3. Employees shall not use unauthorized codes, passwords or other means to gain access to other's voice mailboxes, computers or e-mail.
4. No district-owned resources shall be used to send or compose messages which would tend to create a hostile work environment under applicable law relating to age, sex, race, religion or disability discrimination, or which would violate district policies concerning sexual harassment (policy GBAA) and ethnic intimidation (policy ACBA*) or which would otherwise be disruptive to the workplace.
5. District-owned computer resources generally may not be used in any way for commercial ventures (including sale of an employee's personal property). Any exceptions must use the process for obtaining approval outlined under policy 5205 (Advertising and Distribution of Non-District Materials).
6. District e-mail may be used to support charitable ventures consistent with policy 5204 (Fund Raising by Non-District Organizations).
7. District-owned resources shall not be used to access or download material which is sexually explicit, obscene, lewd or vulgar.

   District-owned equipment, including computers and the electronic mail system, is the property of the School District and is to be used by employees primarily for the business purposes of the District. Occasional personal use may be acceptable when it does not interfere with the employee's fulfillment of her/his duties or the duties of her/his co-workers. The privilege of occasional use for personal matters may be withdrawn by a supervisor when it is abused or where it interferes with the work of any employee. Inappropriate use of district computers or network systems, including use which is intended to damage the system or make it less efficient

COMPUTER AND E-MAIL REGULATION

(for example, by introduction of a virus), may subject the user to discipline. Inappropriate communications (including messages that may constitute intimidating, hostile or offensive material on the basis of gender, race, color, religion, national origin or disability) may subject an employee to the same sort of disciplinary action as would verbal comments or non-electronic written comments or a similar character.

Broadcast E-mail Messages

As noted, the District=s electronic mail system is to be used by employees primarily for the business purposes of the District. An excess of e-mail messages which did not relate directly to an employee's work would diminish productivity by detracting employee attention from work tasks and could unduly burden system capacity. For these reasons, >broadcast= e-mail messages sent by district employees are prohibited except as outlined below.

(A. broadcast= e-mail message is one which is sent by the originator of the message to more than five persons.)

- ***Broadcast e-mail messages which are directly related to the sender=s assigned work*** for the District may be sent without advance approval. Examples of such messages would include the following:
  - Messages from district administration relating to school district business
  - Notices regarding classes sponsored or offered by the District (e.g., adult education courses; staff development courses)
  - Messages relating to the Aurora Education Foundation (AEF), including messages on behalf of those who provide (via monetary contribution or otherwise) a substantial direct benefit to the AEF or the District
  - Messages relating to employee safety
  - Messages relating to the functioning of district computer systems (SASI, Groupwise, etc . . .)
  - Notices regarding school activities in which APS students will participate as APS students (rather than as private citizens) and which are open to the public such as a school play or orchestra performance

- ***Broadcast e-mails messages which are not directly related to the sender=s assigned work*** for the District may not be sent without advance approval. Advance approval may be obtained as follows:
  - **In a building or at an individual site** -- if the broadcast e-mail message will be sent only to those within the sender=s site or building, it must be approved in advance by principal/site manager or their designee.

COMPUTER AND E-MAIL REGULATION
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- **Outside a building** -- if a broadcast e-mail message is to be distributed beyond a single building or site, it must be approved in advance by the director of Communication Services.
- **Decision making** B in making decisions about whether to allow broadcast e-mail messages not directly related to the employee=s work for the District job tasks, the overall criteria to be used are whether the message (or a number of similar messages which might follow if the one at issue were to be approved) would unduly take employees= attention from their work, would tend to impair the usefulness of the District=s e-mail system, or would otherwise cause a disruption to or decrease the efficiency of the District=s operations or that of any of its employees. The decision maker shall not be required to allow any broadcast messages, which do not relate directly to the sender=s work for the District. Examples of broadcast e-mail messages, which would generally not be approved:
- Advertising goods for sale
- Other messages relating to commercial enterprises.
- Attempts to raise money for a charitable or other cause supported by an individual employee
- Attempts to find roommates
- Attempts to find a home for a pet
- Messages relating to elections, views on social issues, politics etc.
- Examples of broadcast e-mail messages which may, depending on the specific circumstances, be approved:
- Messages related to a school or district event which has been approved by school or district administration such as announcements about a blood drive sponsored by school.
- Activities of general interest to district employees and which are district-related, such as a retirement party for a current district employee.
- Attempts to locate equipment for school use (e.g., finding a desk or a bulletin board for a classroom) or other messages which would benefit a school.
- Attempts to assist or recognize a district student or family such as finding a home for exchange students who will enroll in an APS school, raising money for an employee who is suffering from an illness or for a memorial fund honoring a student or employee.
  Issues relating to utilizing the e-mail system efficiently, such as where two system users have a similar last name and wish to issue a caution about taking care to use the correct name

- non-political messages from district PTA council

COMPUTER AND E-MAIL REGULATION
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Right of the District to Review Information Stored or Transmitted on E-Mail and Computer Systems

For a number of reasons, computer-generated information, including e-mail, should not be considered to be entirely private.

These reasons include:

1. While computer passwords are encouraged, both for data files and in some cases for e-mail, they can generally be defeated by a knowledgeable intruder;

2. Even when a file or computer message is deleted, it is still sometimes possible to recreate the message;

3. Systems operators and some members of the District's Technical Services Department can override network passwords and thereby gain access to all information stored on district computers;

4. Unauthorized intruders may be able to gain access to the District's computer network; and

5. Employees should take care not to disclose their passwords to anyone. However, employees may be required by their supervisor to provide read access to the employees' email and/or electronic appointments through the proxy or forwarding functions of the email software in the event of an extended vacation, absence, or leave of the employee.

In addition, messages sent on e-mail systems may be public records open to public inspection under Colorado law relating to public records. In light of these considerations, *employees using the e-mail and computer systems should not expect that the data they produce or the messages they send, receive or store will remain private.*

Under the circumstances outlined below, district administration reserves the right to review any data found on district-owned computers and any e-mail messages sent over the e-mail system, including e-mail or data sent to or received from on-line sources and including information that may be unrelated to district business. Employees who wish to communicate, compose or store personal, confidential or private information should not use District e-mail or computers to do so because privacy cannot be ensured and should not be expected.

COMPUTER AND E-MAIL REGULATION
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Circumstances Under Which Data may be Reviewed

Except for:

1. Maintenance by the Technical Services Department after notification to appropriate supervisors;
2. entry related to an investigation of employee misconduct;
3. entry for the purpose of accomplishing district work in a timely and efficient manner, no monitoring of employee communications over District e-mail or intrusion into computers without the user's consent may be undertaken. Monitoring or intrusion relating to an employee investigation shall not take place except at the direction of either the Superintendent of Schools or the Assistant Superintendent for Human Resources (or, where necessary, under unusual circumstances, the President of the Board of Education). The Technical Services Department is authorized to cooperate in the investigation of employee wrongdoing to the extent necessary to facilitate such an investigation.

Dissemination of Policy

This regulation and the policy which authorize its creation shall be effectively communicated to the employees of the District. At a minimum, it shall be placed in the policy books of the District and on bulletin boards to which employees have access. In addition, it is recommended that the following message be posted on District e-mail systems at least annually.

> *"The e-mail and computer systems of the Aurora Public Schools constitute a system which is to be used by district employees to accomplish the business purposes of the School District. Anyone using this system should be aware that computer files and email messages are not necessarily confidential. Both retrieval authorized by district policy and unauthorized retrieval may occur. In addition, e-mail messages may constitute public records under the Colorado Open Records Act. Consequently, employees should utilize some other method of creating, storing and conveying confidential, private or personal information they wish to remain confidential. By using this system, users agree to abide by the 'E-Mail Policy and Regulation' and confirm that they have read and understand the terms of that policy."*

LEGAL REF.: C.R.S. 24-72-204.5

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MIDDLE & HIGH SCHOOL *Appropriate Learning Environment*			*Referral to School Administration*		
Behavior	**Occurrence**	**Discipline Action Level** **Minimum→ Maximum**	**Must refer**	**Generally do not refer**	**Staff discretion**
Disobedience	Minor	1-2		✓	
	Serious	2-4			✓
Defiance	Minor	1-3		✓	
	Serious	2-4	✓		
Disruptive – Habitual 1, 2 or 3	Serious	3*-4	✓		
Profane to Student	Minor	1-2		✓	
	Serious	1-4	✓		
Profane to Adult	Minor	1-2	✓		
	Serious	2-4	✓		
Interference with School Personnel	Minor	1-2	✓		
	Serious	2-4	✓		
Academic Dishonesty	Minor	1-2			✓
	Serious	2-4	✓		

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MIDDLE & HIGH SCHOOL *Appropriate Learning Environment*			*Referral to School Administration*		
Behavior	**Occurrence**	**Discipline Action Level Minimum→ Maximum**	**Must refer**	**Generally do not refer**	**Staff discretion**
Dishonesty	Minor	1-2			✓
	Serious	2-4			✓
Computer – Internet Violations	Minor	1-2			✓
	Serious	2-4			✓
Cell phone – Electronic Devices	Minor	1-2	✓		✓
	Serious	2-4			
Bullying	Minor	1-2			✓
	Serious	2-4	✓		

Under C.R.S. 18-9-109.

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- **ACADEMIC DISHONESTY**: Untruthful or deceptive behavior in connection with academics, including plagiarism, cheating on tests or assignments or changing grades without authorization. Plagiarism is the taking of someone else's words, ideas, or findings and intentionally presenting them as your own without properly giving credit to their source.
- **DISHONESTY**: Being untruthful or deceptive to an employee outside the academic setting, including forging an absence excuse, lying about one's identity, or using false identification when asked, or refusing to identify oneself.
- **COMPUTER – INTERNET VIOLATION**: Violation of rules adopted by a school relating to the proper use of computers or the Internet.
- **CELL PHONES – ELECTRONIC DEVICES**: Aurora Public Schools believes in "providing environments that optimize learning and teaching and are safe, secure, and well-maintained." As such, an except for approved educational purposes, all personal electronic devices shall not be seen, used, nor heard during the school day on Aurora Public School property by students grades K-12. Cell phones--electronic devices are defined as cell phones, IPODs, CD players, PSPs, Blackberries, cameras, electronic games, etc.
- **BULLYING:** Any written, verbal or pictorial expression, physical act or gesture, or a pattern thereof by a student that is intended to cause distress upon one or more persons and is sufficiently severe that it has the effect of 1) creating an intimidating, hostile, or significantly offensive environment for the learning or performance of school-related activities of any persons; or 2) unreasonably interfering with or disrupting the educational performance or participation in any other school-related activity of any person.

PROTECTION OF PHYSICAL SAFETY AND MENTAL WELL-BEING

- **DANGEROUS WEAPON:** Carrying, bringing, using or possessing a dangerous weapon or bringing a firearm (as that term is defined in 18 United States Code Section 921 (a) (3)) to school, or other violation of the district weapons policy, Policy JICI. (See district weapons policy JICI For full details including the precise definition of the terms "dangerous weapon"

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- **PHYSICAL AGGRESSION WITH ADULT:** No student shall act in a physically aggressive way toward an adult at school. This shall include both causing injury to and any attempt to cause physical injury to any school employee or other adult who is present in any school, on any district property, in any district vehicle, or at any school-related activities.

- **OFFENSE TO STAFF (MANDATORY SUSPENSION):** Any assault upon, disorderly conduct toward, harassment of, knowingly making of a false allegation of child abuse against, or any alleged offense under the Colorado Criminal Code directed toward a teacher or school employee; or instances of damage occurring on the premises to the personal property of a teacher or school employee by a student. A minimum three-day suspension is mandated by Colorado law for any such offense.

- **ENCOURAGING FIGHTING:** Taking action, making comments or writing messages in any media which might reasonably be expected to result in a fight or assault or which increase the likelihood that a fight or assault will occur. If a conflict appears to be imminent, students should try to remove themselves from the situation and immediately contact an administrator, teacher or other school employee.

- **THREAT TO STUDENT:** Threats of bodily injury, of damage to property or reputation or of economic loss made against a student. Also, acts or words in any media (including hazing or initiation rites) sufficiently pervasive and severe to interfere with the learning of a student or their participation in school-related activities.

- **THREAT TO STAFF:** Threats of bodily injury, of damage to property or reputation, or of economic loss made against a staff member of an educational institution. Also, acts or words in any media sufficiently pervasive and severe to interfere with the work of a staff member or their participation in school-related activities.

- **RECKLESS WHEELS:** Operation of a motor vehicle, bicycle, roller blades, skateboard, motorized skateboard or scooter, or similar device on school property so as to endanger the property, safety, health, and/or welfare of others.

- **HARASSMENT – SEXUAL:** Harassing another person through conduct or communications which are of a sexual nature or which, while not overtly sexual, would not have occurred except for the person's gender. The behavior must be unwelcome, offensive, and must have negative effects on the learning or work of others. (This is a summary of the information found in district policy JBB which contains a more complete description of the offense.)

- **HARASSMENT - RACIAL:** Harassing another person through conduct or communications which are of a racial nature or which, while not overtly racial, would not have occurred except for the student's race, color or national origin. Such conduct must have negative affects on the learning or work of others. (This is a summary of the information found in district policy JBB which contains a more complete description of the offense.)

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- **IMPROPER DRESS:** Schools are required to adopt dress codes prohibiting specific types of dress or appearance, but all such dress codes shall provide that modes of dress or appearance are prohibited only where they:
  - o Interfere with the health, safety or welfare of any person;
  - o Cause or are likely to cause a material and substantial disruption to the educational process or school-related activities;
  - o Contain profane, lewd, defamatory or vulgar communications; or
  - o Promote or advertise products which are illegal for minors to use or consume such as drugs, alcohol or tobacco.

PROTECTION OF PROPERTY

- **VANDALISM:** Intentionally or recklessly causing damage to or defacing school district property. Minor incidents are those which can be repaired with little or no expense (generally less than $20 of materials and labor); other incidents are considered major. Actions that impair the use of school property are also included. Ruining bulletin Boards, intentionally clogging a plumbing system, impairing the functions of a computer or computer system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are acts of property destruction.
- **THEFT:** Taking or "borrowing" property which belongs to someone else without permission. Minor theft involves items of less than $20 value, except that theft of the following are considered major thefts: (a) items such as wallets and purses which often contain articles of significant monetary value; (b) items such as credit cards which may be used to acquire articles